

REFERENCES

- Allwright, D. (2005). From teaching points to learning opportunities and beyond. *TESOL Quarterly*, 39 (1), 9 – 29.
- Aljaahfreh, A. & Lantolf, J. (1994). Negative feedback as regulation and second language learning in the zone of proximal development. *The Modern Language Journal*, 78, 466 – 483.
- Bailey, K. (1996). The best-laid plans: teachers' in-class decisions to depart from their lesson plans. In K. Bailey & D. Nunan (Eds.), *Voices from the language classroom*, (pp. 15 – 40). Cambridge: Cambridge University Press.
- Bell, J. S. (2002). Narrative inquiry: more than just telling stories. *TESOL Quarterly*, 36 (2), 207 – 211.
- Burton, J., & Clennel, C. (2003). *Interaction and language learning*. Alexandria, VA.: Teachers of English to Speakers of Other Languages, Inc.
- Burton, J., & Daroon, Y. ((2003). Constructing an English as a foreign language curriculum from learner discourse. In J. Burton and C. Clennel (Eds.), (pp 143 – 159), Alexandria, VA. Teachers of English to Speakers of Other Languages, Inc.
- Burton, S.J. (1985). *An introduction to law and legal reasoning*. Canada: Little, Brown and Company.
- Chaudron, C. (1988). *Second language classrooms*. New York: Cambridge University Press.
- Chomsky, N. (1957). *Syntactic structures*. The Hague: Mouton.
- Cortazzi, M. (1994). Narrative analysis. *Language Teaching*, 27, 157 – 159.
- Crabbe, D. (2003). The quality of language learning opportunities. *TESOL Quarterly*, 37 (1), 9 – 35.
- Deguerro, M.C.M. & Villami, O.S. (2000). Activating the ZPD: mutual scaffolding in L2 peer revision. *The Modern Language Journal*, 84, 51 – 68.
- Doughty, C. & Varela, E. (1998). *Focus on form in classroom second language acquisition*. Cambridge: Cambridge University Press.
- Doughty, C. & Varela, E. (1998). Communicative focus on form. In C. Doughty & J. Williams (Eds.), (pp. 114-138). Cambridge: Cambridge University Press.

- Egan, K. (1986). Teaching as story telling. In R. F. Reed, T. W. Johnson (Eds.), *Philosophical documents in education, second edition*, (pp.263-275). New York: Longman.
- Ellis, R. (1994). *The study of second language acquisition*. Oxford: Oxford University Press, 78.
- Ellis, R. (2003). *Task-based language learning and teaching*. Oxford: Oxford University Press.
- Ellis, R. & Barkhuizen, G. (2005). *Analyzing learner language*. Oxford: Oxford University Press.
- Fromkin, V., Rodman, R., & Hyams, N. (2003). *An introduction to language*. Boston: Heinle.
- Hall, C.S. & Lindzey, G. (1985). *Introduction to theories of personality*. New York: John Wiley & Sons, Inc.
- Halliday, M.A.K. & Hasan, R. (1985). *Language, context, and text: aspects of language in a social-semiotic perspective*. Victoria: Deakin University Press.
- Han, Z. (2002). A Study of the impact of recasts on tense consistency in L2 output. *TESOL Quarterly*, 36 (4), 543 – 572.
- Heyer, S. (1989). *Picture stories for beginning communication*. New Jersey: Prentice Hall.
- Hughes, A. (1989). *Testing for language teachers*. Great Britain: Cambridge University Press.
- Huizenga, J. & Huizenga, L. (2005). *Totally true, book 3 – building vocabulary through reading*. New York: Oxford University Press.
- Hutchinson, T. & Waters, A. (1987). *English for specific purposes*. Cambridge: Cambridge University Press.
- Kramsch, C. (2002). *Language acquisition and language socialization*. London: Continuum.
- Kramsch, C. (2002). Introduction. "How can we tell the dancer from the dance?" In C. Kramsch (Ed.), (pp.1 – 27). London: Continuum.
- Krashen, S.D. (1987). *Principles and practice in second language acquisition*. UK: Prentice Hall International.

- Krashen, S.D. (1988). *Second language acquisition and second language learning*. UK: Prentice Hall.
- Krashen, S.D., Terrel, T.D., (1983). *The natural approach – language acquisition in the classroom*. U.K.: Pergamon Press/Alchemy Press.
- Kuhn, T. (1962). *The structure of scientific revolutions*. Chicago: Chicago University Press.
- Kumaravadivelu, B. (2006). *Understanding language teaching*. New Jersey: Lawrence Erlbaum Associates, Inc.
- Lam, W.S. & Kramsch, C. (2003). The ecology of an SLA community in a computer-mediated environment. In J. Leather & J. van Dam (Eds.), (pp.141-159). Dordrecht, the Netherlands: Kluwer Academic Publishers.
- Lantolf, J. (2000). *Sociocultural theory and second language learning*. Oxford: Oxford University Press.
- Lantolf, J. (2000). Introducing sociocultural theory, In J.P. Lantolf (Ed.), (pp. 1 – 27). Oxford: Oxford University Press.
- Lantolf, J. & Thorne, S.L. (2006). *Sociocultural theory and the genesis of second language development*. Oxford: Oxford University Press.
- Leather, J. (2002). Modeling the acquisition of speech in a “multilingual” society. An ecological approach. In C. Kramsch (Ed.), (pp. 47 – 67). London: Continuum.
- Leather, J. & Van Dam, J. (2003). *Ecology of language acquisition*. Dordrecht, the Netherlands: Kluwer Academic Publishers.
- Leather, J. & Van Dam, J. (2003). Towards an ecology of language acquisition. In J. Leather & J. Van Dam (Eds.), (pp. 1 – 29). Dordrecht, the Netherlands: Kluwer Academic Publishers.
- Li, C. (2004). Story reading in an EFL primary classroom: an analysis of teacher-student interaction. *ARECLS E-Journal*, 1, ISSN#1743 – 159X.
- Li, S. (2006). Investigating the implementation of the learner-centered approach in China’s new English curriculum. Unpublished Master’s Thesis. Chiang Mai, Thailand: Payap University.
- Long, M.H. & Robinson, P. (1998). Focus on form, theory, research, and practice. In C.Doughty & J.Williams (Eds.), (pp. 114-138). Cambridge: Cambridge University Press.

- Long, M.H., Inagaki, S. & Ortega, L. (1998). The role of implicit negative feedback in SLA: Models and recasts in Japanese and Spanish. *The Modern Language Journal*, 82, 357 – 371.
- Lynch, T. (2001). Seeing what they meant: transcribing as a route noticing. *ELT Journal*, 55(2), 124-132.
- Lyster, R., and Ranta, L. (1997). Corrective feedback and learner uptake: Negotiation of form in communicative classrooms. *Studies in Second Language Acquisition*, 19, 37-66.
- Mackey, A. (1999). Input, interaction, and second language development. *Studies in Second Language Acquisition*, 21, 557 – 587.
- Mackey, A. & Philp, J. (1998). Conversational interaction and second language development: recasts, responses, and red herrings. *The Modern Language Journal*, 82, 338 – 356.
- Martin, D. (1995). *Write away, right away*. Saitama, Japan: EFL Press.
- Mayers, L. (1963). *The machinery of justice – An introduction to legal structure and process*. Englewood Cliffs, N.J.: Prentice Hall.
- McBride, R. & Schostak, J. Qualitative versus quantitative research. Retrieved February 10th, 20005, from <http://www.uea/elu/Issues/Research/Res1Ch2.html>.
- Merriam, S. (1998). *Qualitative research and case study applications in education*. San Francisco: Jossey-Bass Publishers.
- Moran, P. (2001). *Teaching culture*. Canada: Heinle & Heinle.
- Nassaji, H. (in press). Reactive focus on form through negotiation on learners' written errors. In S. Fotos & H. Nassaji (Eds.), *Form focused instruction and teacher education: studies in honour of Rod Ellis*, (pp. 1 – 18).
- Nassaji, H. & Swain, M. (2000). A Vygotskian perspective on corrective feedback in L2: The effect of random versus negotiated help on the learning of English articles. *Language Awareness*, 9, (1), 34 – 50.
- Ohta, A. S. (2000). Rethinking interaction in SLA: Developmentally appropriate assistance in the zone of proximal development and the acquisition of L2 grammar. In Lantolf, J.P. (Ed.), (pp. 51 – 79). Oxford: Oxford University Press.

- Pajares, F. The structure of scientific revolutions by Thomas Kuhn: outline and study guide, Emory University. Retrieved, June 5th, 2007.
<http://www.des.emory.edu/mpf/Kuhn.html>.
- Panova, I., & Lyster, R. (2003). Patterns of corrective feedback and uptake in an adult ESL classroom. *TESOL Quarterly*, 36 (4), 572 – 595.
- Pavlenko, A. (2002). Narrative study: whose story is it, anyway? *TESOL Quarterly*, 36 (2), 213 – 217.
- Pavelenko, A. & Lantolf, J. (2000). Second language learning as participation and the (re)construction of selves. In J.P.Lantolf (Ed.), (pp.155 – 177). Oxford: Oxford University Press.
- Philp, J. (2003). Constraints on “noticing the gap.” : nonnative speakers noticing of recasts in NS-NNS interaction. *Studies in second language acquisition*, 25, 99-126.
- Richards, J.C. & Rodgers, T. (2001). *Approaches and methods in language teaching*. Cambridge: Cambridge University Press.
- Ritchie, G. (2006). Options in generating dialogues for ESP course materials. *Prospect*, 20 (2), 60-75.
- Rojjanaprayon, R., Chiemprapha, P. & Kanchanakul, A. (2004). Conflict management in Thai organizations. In F. E. Jandt (Ed.) *Intercultural communication* (pp.28 – 38). California: Sage Publications.
- Seliger, H.W. & Shohamy, E. (1989). *Second language research methods*. Oxford: Oxford University Press.
- Schultz, D.P. & Schultz, S.E. (2005). *Theories of personality*. Belmont, CA: Wadsworth, a division of Thomson Learning, Inc.
- Skehan, P. (1998a). *A Cognitive approach to language learning*. Oxford: Oxford University Press.
- Smith, B. (2005). The relationship between negotiated interaction, learner uptake, and lexical acquisition in task-based computer-mediated communication. *TESOL Quarterly*, 39 (1), 33-58.
- Smyth, D. (2001). Thai speakers. In M. Swan & B. Smith (Eds.) *Learner English*, (pp. 343 – 356). Cambridge: Cambridge University Press.
- Soars, J. & Soars, L. (2001). *American headway 2*. New York: Oxford University Press.

- Swain, M. (2000). The output hypothesis and beyond. In J. P. Lantolf (Ed.), (pp. 97 – 114). Oxford: Oxford University Press.
- Sun, H. (2003). Characteristics and effect: a teacher's interactional adjustments. In J. Burton and C. Clennel (Eds.), (pp. 35-49). Alexandria, VA.: Teachers of English to Speakers of Other Languages, Inc.
- Ur, P. (1981). *Discussions that work*. Cambridge, U.K.: Cambridge University Press.
- Vygotsky, L.S. (1978). *Mind in society*. Cambridge, MA: Harvard University Press.
- Watson-Gegeo, K.A. (2004). Mind, language, and epistemology: Toward a language socialization paradigm for SLA. *The Modern Language Journal*, 88, 332 – 350.
- Wardaugh, R. (1986). *An introduction to sociolinguistics, 4th edition*. MA: Blackwell Publishers.
- Wood, D.J., Bruner, J.S. and Ross, G. (1976). The role of tutoring in problem solving. *Journal of Child Psychology and Psychiatry*, 17(2).
- Yu, G. Perception, practice, and progress – significance of scaffolding and zone of proximal development for second or foreign language teachers. Retrieved April, 6th, 2006. http://www.asian-efl-journal.com/december_04_GY.php